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**INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH
TECHNOLOGY**
**FACILITATION SKILLS OF INTERMEDIATE TEACHERS AND PERFORMANCE
OF LEARNERS IN ELEMENTARY SCHOOLS OF CALUBIAN NORTHDISTRICT
CALUBIAN, LEYTE**

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ABSTRACT

The study purports to know the facilitation skills of intermediate teachers and performance of learners in elementary schools in Calubian North District. The data gathered through a survey instrument with 32 intermediate teacher- respondents and 60 learners.

Descriptive survey method of research was utilized in this study. A questionnaire taken from the Teacher Discussion Facilitation, A New Measure and its Associates with Students perceived understanding, interest and engagement was used to gather the needed information from the intermediate teachers of Calubian North District.

The data were computed through the aid of the statistical tools namely: weighted mean and chi-square. Weighted Mean was used for the facilitation skills of Grade V teachers and the chi-square was utilized to test the significant relationships of the profile of intermediate teachers between the performance of learners in elementary schools of Calubian North District and the significant relationship between the facilitation skills of intermediate teachers and the performance of learners.

As the outcome of the study data gathered were the following: With regards to sex data revealed that there were more female than intermediate teachers. As to civil status it was observed that mainly were single. Educational attainment of the teachers, showed that quite a few were BS Degree Holder with MA units than BS Degree Holder. As to number of years teaching intermediate classes 7 had 10 years and above teaching experience. On the areas of facilitation skills, engagement got the highest weighted mean of 4.74 and the lowest aspect of was analysis with a weighted mean of 4.63.

The academic performance of intermediate learners in English was increasing which means that intermediate teacher are using facilitating skills during the teaching process in a gradual way.

As to the relationship between the profile of the intermediate teachers and their facilitation skills, majority of the profile had no significant relationship except the current position.

The facilitation skills and the academic performance of intermediate teachers has no significant relationship, thus, the null hypothesis was accepted.

And on the profile of teachers and academic performance of learners in English, data show that there is no significant relationship between the profile of teachers and the academic performance of learners in English

KEYWORDS: Facilitation Skills, Academic Performance, Calubian North District.

1. INTRODUCTION

Teaching is the activity of facilitating learning. The quality of teaching will then depend on the quality of the knowledge presented and the way it is communicated.

If teaching activities do not result in learning, there has been no teaching. Likewise, if the learning is lacking in quality, the teaching is unsuccessful to that extent. Finally, there are modes other than that of knowledge transfer which can play a more effective role in the triggering of learning. Hence, an excellent teacher needs to go beyond excellent lecturing or excellent knowledge dissemination. Thus, facilitating learning is the shift of focus from the teaching process to the learning process, to what happens in the mind of the learner.

UKESSAYS (2017) stressed out that teaching and learning today are completely different from yesterday because we are facing the challenges of changes in higher education for the future prosperity with



today's young students and their readiness to take up these challenges to face up to the coming centuries. Understanding teaching and learning is not easy, not something that can be based on the representation of what has been perceived or limited to a few methodological prescriptions. In this chapter, we are going to go back and shed light on some theories of learning to understand better to what extent teaching is related to learning and how they can impact in society.

A competent teacher facilitates the learning of the required knowledge content and the ability to apply the knowledge to the types of situations familiar in classrooms and textbooks. However, goes beyond this, and aims at higher order learning that involves learning the ability to apply the knowledge to novel types of problems and situations which may not have been encountered in the textbook scenarios and learning to learn, that is, to become self-directed, independent, life-long learners.

Facilitated learning is based on the premise that the more responsibility a pupil for his/her own learning, the more effective the training or education will be. The learner use skills like synthesis and analysis. They interact with and learn from each other and there is no need for large amounts of learning materials. The learners on the other hand can work in an environment similar to that of the real world.

As already noted, the teacher's role in facilitating learning is to create and manage collaborative learning experiences, or group learning in which exchanges between the teachers and the learners and among learners occur over a period of time. Learning experience usually take place a period of time and these includes face-to-face group discussions and exchanges, file and link sharing, virtual real-time or physical classroom sessions, brainstorming sessions, and group activities such as role play and games.

Assessing the quality of teaching is not simple matter of looking at student feedback and auditing one or two lectures. These considerations are no doubt important, but by themselves, they are grossly insufficient. The teacher's personal qualities such as knowledge, approachability, and ability to inspire, and so on, are also important, but once again, only to the extent that they feed into the teaching activities or enhance the growth of learning.

If we truly believe that teaching is facilitating learning, evaluation of teaching quality shifts in focus from the teacher to the process of learning. Teaching evaluation should include a careful consideration of module objectives, handouts, selection of readings, classroom activities, feedback to students, choice of assessment modes, and design of exercises, assignments, projects, quizzes, and final examinations. The quality of these ingredients must be assessed in the context of a reasonable estimate of the quality of learning outcome that they facilitate, in terms of knowledge, application, thinking, independent learning, communication, mind set and values, and interpersonal skills.

We now see that there is a world of difference between the conceptions of teaching as lecturing and teaching as facilitating learning. If teaching is lecturing, one can be a good teacher only if one is a good lecturer. If teaching is facilitating learning, one can be a good teacher without necessarily being a good lecturer, although being a good lecturer is no doubt an important asset for a teacher, and inability to lecture well is indeed a handicap.

With the citations mentioned, the researcher is motivated to pursue this current study to know the facilitation skills of Grade V teachers in the elementary schools of Calubian North District in relation to the performance of the pupils. Thus, facilitation skills of Grade V teachers will be improved and enhance for a better teaching-learning results.

2. METHODOLOGY

The study utilized the descriptive-correlational method of research. It is appropriate to the present study considering that it highlights correlations of different variables relative to the learners' performance. A standardized questionnaire was adopted to gather data on the facilitation skills of intermediate teachers in relation to the performance of the learners.

The study was conducted in all elementary schools of Calubian North District, Calubian, Leyte namely: Anislagan Elementary School, Bunacan Elementary School, Caloy-ahan Elementary School, Caruyucan Elementary School, Casiongan Elementary School, Hda. Eamiguel Primary School, Had. Enage Elementary School, Inalad Elementary School, Jubay Elementary School, Lawis Elementary School, Limite Elementary School, and Villalon Central School.

A total of 32 teachers teaching intermediate classes in the elementary schools of Calubian North District and 60 learners randomly chosen by cluster served as respondents of the study.

The researcher utilized a questionnaires taken from the Teacher Discussion Facilitation, A New Measure and its Associates with Students perceived understanding, interest and engagement. Communication Education, 66 (4), 445-462 by Finn, A.N. and Schrodt P., (2016).

The questionnaire has two parts. Part I focuses profile of teachers (sex, age, civil status, educational attainment, field of specialization, current position, number of years teaching intermediate classes and seminars attended related to facilitating learning). Part II has four (4) major categories that reflect the scope of facilitation skills (adaptability, engagement, consistency, and analysis).

The questionnaires were personally administered by the researchers to the respondent schools to avoid delay on the gathering of data.

And it was also substantiated with interviews to learners from Grades 4, 5, and 6 and parents by cluster in the elementary schools of Calubian North District.

In the analysis and interpretation of data, the following statistical tools were utilized:

The weighted means were computed to determine the facilitation skills of intermediate teachers during the teaching-learning process.

The chi-square was utilized to find out significant relationship among variables in the study.

3. RESULT AND DISCUSSION

The information shown on Table 1 reveals that there were ten or 31.2 percent were male respondents and 22 or 68.7 percent were female. The table further shows that there were two respondents whose age were 46-59 (old age), 16 or 50.0 percent had an age 31-45(middle-age), 14 or 43.8 percent had an age of 30 years and below (young). This indicates that majority of the respondents age belong to the middle age. This implies that teachers are still able to teach and give their best to satisfy the learning needs of the learners.

Table 1 Age, Sex and Civil Status of the Teachers

Sex	f	%
Male	10	31.2
Female	22	68.7
Total	32	100.00
Age	f	%
60 and above (senior citizen)	0	0
46-59 (old age)	2	6.2
31-45 (middle age)	16	50.0
30 years and below (young)	14	43.8
Total	32	100.00
Civil Status	f	%
Single	17	53.1
Married	15	46.9
Total	32	100.00

As to the civil status, it was also observed 17 or 53.1 percent were single and 15 or 46.9 percent were married. This simply means that the intermediate teachers of Calubian North District had focused in their teaching career. This implies that they can focus more attention in their teaching arena because of their status in life.

Educational attainment and Field of specialization. Table 2 presents the educational attainment and field of specialization of the teacher-respondents.

Table 2 Educational Attainment and Field of Specialization of the Teachers

Educational Attainment		f%	
Doctorate Degree Holder		0	0
MA Degree with Doctoral Units		1	3.1
Masters Degree Holder	8	25.0	
BS Degree with MA Units	11	34.4	
BS Degree Holder	12	37.5	
Total	32	100.0	

Field of Specialization		f%	
General Education	24	75.0	
Science	6	18.7	
Mathematics	2	6.3	
Total	32	100.0	

As reflected in the table, it shows the educational attainment of the teachers. There was one or 3.1 percent was MA Degree with Doctoral Units, eight or 25.0 percent were Master's Degree Holder, 11 or 34.4 percent were BS Degree with MA Units, and 12 or 37.5 percent were BS Degree Holder. This implies that the teachers are still pursuing post graduate studies.

With regards to the field of specialization, there were 24 or 75.0 percent who were majors in General Education, six or 18.7 percent were Science major, and two or 6.3 were mathematics major. This implies that most of the intermediate teachers in Calubian North District are major in General Education.

Current position and Number of years in teaching intermediate classes. Table 3 presents the current position and number of years in teaching intermediate classes.

Table 3 Current Position and Number of Years in Teaching Intermediate Class

Current Position		f%	
Master Teacher I	1	3.1	
Teacher III	4	12.5	
Teacher II	5	15.6	
Teacher I	22	37.5	
Total	32	100.0	

Number of Years		f%	
10 years and above	7	21.9	
6-9 years	5	15.6	
2-5 years	10	31.2	
1 year and below	10	31.2	
Total	32	100.0	

The table posted the current position and number of years in teaching intermediate classes. It was found out that there was one or 3.1 percent was holding Master 1 position, four or 12.5 percent were teacher 11, and there were 22 or 37.5 percent who were teacher 1. This means that teachers are still waiting for higher positions. This implies that teachers have slow movement in their promotion.

As to the number of years teaching intermediate classes, there were seven or 21.9 percent who had ten years and above, five or 15.6 percent had 6-9 years, ten or 31.2 percent had 2-5 years, and ten or 31.2 percent had one year and below teaching experience. This manifest that teachers teaching intermediate classes are novice in the field of teaching. This implies that teachers teaching intermediate classes are still young which supports to the adage "that new brooms sweeps well".

Seminars attended related to facilitating learning. Presented in Table 5 is the seminars attended by the intermediate teachers related to facilitating learning.

Table 4 Seminars Attended Related to Facilitating Learning

Trainings attended	f	Rank
Division	30	1
District	10	2
Area	1	3.5
School	1	3.5

As shown in the table, there were 30 who had attended trainings in the Division level, ten had attended District level, one attended in the Area level, and one attended in the School level. This implies that majority of the teachers have attended higher level of trainings that contributed much in improving their teaching performance.

Areas of Facilitation Skills

The succeeding tables show the areas of facilitation skills utilized by the intermediate teachers during the discharge of their functions.

Engagement Facilitation skill. As shown in Table 5, it shows the engagement facilitation skill of intermediate teachers.

Table 5 Engagement Facilitation Skill Employed by the Intermediate Teachers

Indicators	WM	Interpretation
Facilitator demonstrates warmth and a caring attitude.	4.78	Always
Facilitator demonstrates awareness of own strengths and weaknesses.	4.72	Always
Facilitator maintains an appropriate pace in the classroom.	4.75	Always
Facilitator makes adjustments in own style to adjust to the learners.	4.66	Always
Facilitator knows multiple techniques and tools for raising energy and utilizes those techniques as needed.	4.78	Always
Facilitator knows multiple techniques and tools for keeping a group engaged and interacting and uses those techniques as needed.	4.75	Always
Facilitator utilizes methods that take into account varied learning and thinking styles.	4.72	Always
Facilitator utilizes methods that promote creativity and "out-of-the-box" thinking.	4.59	Always
Facilitator is knowledgeable in change management and group development.	4.84	Always

Facilitator understands problem solving and decision-making models.	4.78	Always
Average Weighted Mean	4.74	Always

The table clearly shows that the weighted means of the responses of the intermediate teachers ranges from 4.66 to 4.84 interpreted as “always”. It has also an average weighted mean of 4.74 interpreted as “very important”. It further shows that the respondents always employed engagement skill in facilitating learning. This implies that they used varied learning activities to cater the needs of the learners.

On the Focus Group Discussion conducted to the learners it was found out that according to them their teachers did not adopt this skill in facilitating learning. This could mean that learners might did not appreciate the way the teacher utilized the skill though it was practiced by the teacher. This implies that teachers should emphasized the skill adopted to really let the learners appreciate the importance of the skill used.

Adaptability Facilitation skill. Table 6 presents the adaptability skill of intermediate teachers.

Table 6 Adaptability Facilitation Skill Employed by the Intermediate Teachers

Indicators	WM	Interpretation
Facilitator knows and asks questions to assess a client need.	4.81	Always
Facilitator plans and prepares for the lesson effectively.	4.81	Always
Facilitator utilizes numerous teaching-learning processes.	4.59	Always
Facilitator has experience in large group and small group processes.	4.50	Always
Facilitator quickly recognizes when a planned process is not working effectively and is able to diagnose the cause.	4.63	Always
Facilitator demonstrates to ability to define and execute alternative processes when a planned process is not working effectively.	4.56	Always
Facilitator evaluates experiences, to identify learnings and then applies those learnings to new situations.	4.66	Always
Average Weighted Mean	4.65	Always

With regards to the adaptability facilitation skill of the teachers, the table shows that their answers ranges from 4.50 to 4.81 described as “always”. It has also an average weighted mean of 4.65 interpreted as always. This implies that adaptability facilitation skill of teachers are always practiced in the classroom instruction to improve learners’ performance.

On the other hand during the conduct of FGD to the learners it was revealed that teachers utilized the skill sometimes. This means that teachers need to be reminded through Post Observation Conference (POC) conducted by the school head the importance of this skill in improving the learners’ performance.

Analysis Facilitation skill. As shown in Table 7, it shows the analysis facilitation skill of teachers.

Table 7 Analysis Facilitation Skill Employed by the Intermediate Teachers

Indicators	WM	Interpretation
Facilitator listens effectively, making sure to playback and confirm important points.	4.71	Always
Facilitator uses language and acronyms appropriate for the audience.	4.59	Always

Facilitator asks appropriate starting questions that effectively help learners to engage.	4.78	Always
Facilitator asks appropriate follow-up questions that clarify, probe and redirect.	4.59	Always
Facilitator delivers instructions that are accurate, clear and concise.	4.81	Always
Facilitator communicates the progress of the learners.	4.78	Always
Facilitator demonstrates the ability to process information quickly and is able to differentiate content issues being discussed.	4.63	Always
Facilitator encourages the group to reflect.	4.56	Always
Facilitator readily accepts all inputs.	4.55	Always
Facilitator avoids offering content suggestions.	4.31	Always
Facilitator offers content suggestions only after the group has exhausted its suggestions.	4.38	Always
Facilitator expresses positively, affirmatively and with authenticity.	4.63	Always
Facilitator avoids expressing negative judgment of content.	4.81	Always
Average Weighted Mean	4.63	Always

As to the analysis facilitation skill employed by the intermediate teachers, it can be noted that their responses ranges from 4.31 to 4.81 interpreted as “always”. The average weighted mean was 4.63 interpreted as “always”. It further shows that analysis facilitation skill is very important in facilitating learning.

As to the result of the Focus Group it was mentioned by the learners that this skill was really positively utilized by their teachers.

Consistency Facilitation skill. Table 8 presents the consistency facilitation skill of intermediate teachers.

Table 8 Consistency Facilitation Skill Employed by the Intermediate Teachers

Indicators	WM	Interpretation
Facilitator creates and maintains a productive environment in which learners stay focused on achieving the goal.	4.78	Always
Facilitator creates and maintains a safe environment for learners to speak openly without fear of retribution.	4.72	Always
Facilitator creates and maintains an environment that fosters respect for diverse learning abilities.	4.91	Always
Facilitator promotes trust in the abilities of learners.	4.81	Always
Facilitator works in a collaborative way with the learners.	4.75	Always
Facilitator understands types of disagreement and demonstrates techniques for effectively guiding a group to consensus.	4.56	Always
Facilitator understands different types of dysfunctional behavior and consciously takes action to prevent, detect and resolve dysfunctional behavior.	4.59	Always
Facilitator understands and consistently applies best practices for starting the lesson.	4.78	Always
Facilitator understands and consistently applies best practice techniques for focusing the learners.	4.72	Always
Facilitator understands and consistently applies best practice techniques for managing the group's time.	4.69	Always
AWM	4.73	Always

It can be gleaned from the table that consistency facilitation skill employed by the intermediate teachers got a range from 4.56 to 4.91 described as “always”. The average weighted mean was 4.73 described as “Always”.

It indicates that consistency facilitation skill was adopted by the intermediate teachers always in the light of teaching to intermediate learners.

Furthermore, through the FGD results conducted to the learners it was clearly stated that the teachers utilized this skill during the teaching-learning process.

Academic performance of intermediate learners in English. As shown in Table 9, it shows the academic performance of intermediate learners in English.

Table 9 Academic Performance of Intermediate Learners in English

Rating	First Grading		Second Grading	
	f	%	f	%
90-100 (Outstanding)	39	14.5	55	20.4
85-89 (Very Satisfactory)	93	34.6	109	40.5
80-85 (Satisfactory)	108	40.1	83	30.8
75-79 (Fairly Satisfactory)	29	10.8	21	7.8
Below 75 (Did not meet the Expectation)	0	0	1	0.4
Total	269	100.0	269	100.0

The table clearly shows that academic performance of intermediate learners in English was increasing, which means that intermediate teachers are using facilitating skills during the teaching process in a gradual way.

Relationship of Variables

The succeeding tables show the relationships of variable in this study.

Profile of the intermediate teachers and their facilitation skills. Table 10 presents the significant relationship between the profile of the intermediate teachers and their facilitation skills.

Table 10 Significant Relationship between the Profile of the Intermediate Teachers and their Facilitation Skills

Variable	X ²	p-value	Decision
Sex	13.160	.215	Accepted
Civil Status	13.069	.220	Accepted
Educational Attainment	30.540	.438	Accepted
Specialization	22.629	.830	Accepted
Current Position	45.143	.037*	Rejected
Variable	X ²	p-value	Decision
Age	-.072	.697	Accepted
Number of years	.037	.842	Accepted
Trainings	.021	.645	Accepted

It can be gleaned from the table that only the current position of the profile of intermediate teachers has significant relationship with the facilitation skills of the teachers, the rest have no significant relationship. This implies that current position plays a great factor in the improvement of the academic performance of the learners.

Facilitation skills and the academic performance of intermediate learners. As shown in Table 11, it shows the significant relationship between the facilitation skills of intermediate teachers and the academic performance of the learners.

Table 11 Significant Relationship between the Areas Facilitation Skills and the Academic Performance of Intermediate Learners

Variable	r-value	Sig.(2-tailed)	Decision
Engagement Skills and Academic Performance	.365	.244	Accepted
Adaptability Skills and Academic Performance	.026	.935	Accepted
Analysis Skills and Academic Performance	.100	.756	Accepted
Consistency Skills and Academic Performance	.304	.337	Accepted

It can be observed that facilitation skills and the academic performance of intermediate teachers has no significant relationship, thus, the null hypothesis was accepted. This means that though teachers inculcate skills in facilitating learning but it was fully given proper and serious attention to really justify that facilitation skills are very important in our day to day teaching engagement for it allows learners to think independently with critical concepts.

Profile of the intermediate teachers and the academic performance of the learners. Table 12 presents the significant relationship between the profile of teachers and the academic performance of the learners.

Table 12 Significant Relationship between the Profile of Teachers and Academic Performance of Learners in English

Variable	X ²	df	p-value	Decision
Sex	9.750	10	.463	Accepted
Civil Status	9.750	10	.463	Accepted
Educational Attainment	24.000	20	.242	Accepted
Specialization	36.000	30	.208	Accepted
Current Position	8.400	10	.590	
Variable	r-value	Sig.(2-tailed)	Decision	
Age	.513	.088	Accepted	
Number of years	.245	.443	Accepted	
Trainings	.283	.587	Accepted	

Reflected on the table are the profile of teachers and academic performance of learners in English. Data show that there is no significant relationship between the profile of teachers and the academic performance of learners in English. This implies that learners' performance will depend on the commitment and dedication of teachers in his teaching career.

4. CONCLUSIONS

On the basis of the aforementioned findings, the following conclusions are drawn: Most of the respondents are female. Majority of the respondents are without master's degree or higher educational attainment. The trainings attended by the respondents is up to the regional level only. The facilitation skills of respondents on engagement, adaptability, analysis, and consistency are always employed by the teachers. The academic performance of the learners in English is fair. Majority of the profile of the intermediate teachers have no significant relationship to teachers facilitation skills, except the current position. There is no significant relationship between the facilitation skills of intermediate teachers and the performance of learners in English in the elementary schools in Calubian North District. There is no significant relationship between the profile of intermediate teachers and the performance of learners in English in the elementary schools in Calubian North District.



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